

HELICOPTERS INK BLOT TESTS RUGS COMBAT BOOTS GYROSCOPES MYSTERIES ZEBRA
SCARF GAZEBO GARGOYLE PANTS ZUMBA CHYROPRACTERS NOISE IN FINITY
SPHINCTER THUMBALINA TOR A FR Vol. 43 DOO
AMORP GAZEB BULB CLAUACA EN X GRANCE NECK BE OGRE S TOR GLU CATI
PI OOPS BRICK SABLANCA ND X2

BITCHES AINT SHIT BUT FEMALE DOSS BEE COLONY WIKIPEDIA ZEEB PLAGUE
SNIPPING TOOL KURT VOGUE NAUGHT FERBREEZE THUNDER LOUSE ROBOTS
TEAM NEW ANTICHRIST HANDSTAND STRAGGLERS FLOURESCENCE SKUNK PETS PET
SKUNKS TELEPATHY FARMING BABIES KERMIT THE LE PER MORTON
OFFICE SPACE ZOOLOGS TROYES NEON BUSMET FUN FROM
VULVA NIHILISM DOMINATR X GROUNDHOGS DAY PLEX I-
GLAS) SNAIL BONDAGE FISH TUMOR FROG SPICE NAIL PRIDE
PROMISCUOUS JEWS THE END OF CHIPOTLE THE GOLDEN DROOL DE CAY & A
LARGE BOX OF EXPOMARKERS CHILLS PENGUIN RACE TRACK HUFFING
POO THE END OF EARLOBES JENKYS DICTIONARY DILL FARMERS
SATAN'S FINISERS CHATBOTS EXISTENTIAL CRISIS KRONENBERG
SYNDROME MOUTH ENVY BELLS BUTTON ENVY FREUDIAN EARLOBES
ZOO SUIT PARADISE THE SCARLET GOFEM GIL SCOTTER ON
INTER SPECIES LOVE SECTION BOD GROSS SHIMP N IS HT GRASS
REHAN'S DYSFUNCTION THE TROUBLE WITH ANARCHISTS OBILISK
IMAGERY FRUIT BATTLE CARPEL TUNNEL A NICE STAMPY
GO GLENN COCO THE SWEAT GLANDS OF DAVID FOSTER WALLACE
ANARCHO MONARCHISM THE DALI LLAMA SOCIAL ENTREPRENEURS SUCK
UNICORN INFINITE REGRESS RAILING SILLY STRINGS WAIABI ENEMA HUMAN
CATERPILLAR SOCIALIST OCCULTISM HOSPITAL BOMBINGS STILETTO
HELLO CHARLIE MANSON HELTER KITTY RURALIST REFRIGERATOR

Staff Box:

Grace Willey - Mary Poppins and Bert Alfred on a hot Tuesday night

Isaiah Mann - Sterling Archer and Jeff Winger

Jess Ide - (was here)

B Corfman - Steve and Everyone

Hamlet Cooper - The entire Game of Thrones cast.

Nancy Michaud - (was here)

Tim Shay - (wrote poetry)

Alex De Strulle - Unicorns x Meat grinder

Yawen Xiong - Avatar x Hulk

Siqi Lu - Hilary Clinton and Sarah Palin

Matt Wyczowski- George Bush and Crispin Freeman

Nora Miller - A tennis racket, true noise, and that bottle of Orangina

Elan Goldman - Santa Clause and his person

Submissions are due always, constantly, so submit forever. You can submit in rich text or plain text format by CD, Flash Drive, singing telegram, carrier pigeon, paper airplane, Fed-Ex, Pony Express, or email. Get your submissions to omen@hampshire.edu or Jonathan Gardner, Box 1203.

Policy

The Omen is a biweekly publication that is the world's only example of the consistent application of a straightforward policy: we publish all signed submissions from members of the Hampshire community that are not libelous. Send us your impassioned yet poorly-thought-out rants, self-insertion fan fiction, MS Paint comics, and whiny emo poetry: we'll publish it all, and we're happy to do it. The Omen is about giving you a voice, no matter how little you deserve it. Since its founding in December of 1992 by Stephanie Cole, the Omen has hardly ever missed an issue, making it Hampshire's longest-running publication.

Your Omen submission (you're submitting right now, right?) might not be edited, and we can't promise any spellchecking either, so any horrendous mistakes are your fault, not ours. We do promise not to insert comical spelling mistakes in submissions to make you look foolish. Your submission must include your real name: an open forum comes with a responsibility to take ownership of your views. (Note: Views expressed in the Omen do not necessarily reflect the views of the Omen editor, the Omen staff, or anyone, anywhere, living or dead.)

The Omen staff consists of whoever shows up for Omen layout, which usually takes place on alternate Thursday nights in the basement of Merrill on a computer with an extremely inadequate monitor. You should come. We don't bite. You can find the Omen on other Thursdays in Saga, the post office, or on the door of your mod.



Front cover by Nora Miller
Back cover submitted by Jess Ide

EDITORIAL

Grace Willey | B Corfman

Hello Readers,

We glad to welcome you to the second issue of 43rd Volume of The Omen, Hampshire College's consistently longest running publication. It's a month into the school year and we hope that every one has gotten into the groove of things.

Fall has arrived and soon Fall will have fallen. Why does everyone make a big deal about the colors of fall when it only lasts two weeks? Why does everyone make a big deal about the snowy winter when you are only cold and sad and at higher risk of dying from walking on the pavement wrong for a quarter of the year? The world may never know- or at least I will never know.

But, to quote Oprah, here's what I know for sure: I read too much goddamned fan-fiction. "That's cool" you say, "What sort of fan-fiction? Is it well written and transformative in a way people often underestimate fan-fiction to be?" To which I reply: "idk? Maybe? There were ladies kissing and it was pretty great. One of my OTPs got it on at one point and my insides got all tingly when they held hands." That's what I know for sure.

Anyway there's my commentary on life. New England weather sucks balls and femmeslash forever. Oh! Also have you heard the drama about TL and J on ICUHampy? J's said that TL's a father and J might need to save him from a wrathful fairy queen on Halloween. I can't wait to find out what happens. Anywho, meet us once a fortnight, Thursday evenings in the Merrill A basement from 8 p.m. to God know's when. Come with your anger, fears, hopes, and dreams. We are here for those.

Happy reading,
Grace Willey
Interim interim co-Editrix WJG (Waiting for Jonathan Gardner)

Hello, dear readers.

Welcome to another edition of the Omen. This is yet another fantastic issue; I'm incredibly pleased with how the Omen is shaping up this year. We've also got a small new section, B and Grace's Fandom Corner, which I hope we can continue in subsequent issues. Submit your feelings and we'll toss them on in there. In the meantime I'm going to curl up in my room and cry about the Young Avengers.

On another note, has anyone seen those little magnetic spheres? I got a set recently and I'm so into them. I finally managed to make an icosahedron out of them (no thanks to a tutorial with incorrect instructions that I had tried using prior). If you've got a set, here's a fun little thing you can do:

Take two individual magnets, and place them on a smooth surface. Roll them towards each other. If you've done it right, they should start spinning. And spinning. And spinning. Much longer than you'd expect. Congratulations, you've just made a small gravity-powered motor!

I do want to shift onto a slightly more serious note before closing out this editorial, though. The administration is being incredibly disrespectful to students, with the new "Healthy Campus Initiative." How much do we have to talk about the grossness inherent in its execution before it finally sinks in that a good portion of students (at least, who I have talked to) do not agree with its most basic structure? I'm tired of being reassured that the administration cares about our opinions, only for them to turn around and run completely counter to voiced student concerns.

Your faithful Interim Interim Omen Co-Editrix WJD,

- B

Section Speak

VISIT THIS WEBSITE, OMG:

<http://sites.hampshire.edu/ipg/documents/>

YOU WILL SEE THE FUTURE OF HAMPSHIRE COLLEGE IN ORDERED DOCUMENTS. YOU WILL ALSO LEARN ABOUT THE PLANS OF MAKING HAMP SMOKE-FREE BY YOURSELF (GASP, WHAT, WHEN DID THAT HAPPEN, SMH)

Now, in the same vein of news:

HAMPSHIRE COLLEGE IS HAVING EMERGENCY FUNDS FOR STUDENTS!

According to documents [see above] of the group that will implement Hamp's Strategic Planning (Strategic Implementation Planning Group, IPG; keeping it creative, Hampies), an "Emergency Fund" will be created, which "will meet the escalating need for one-time or temporary grants needed for income-eligible students experiencing personal or family crisis."

Thus, if an emergency arises in a financial aid-receiving student's life, Hamp can be there to help.

Now, to cross fingers that they'll flipping prioritize international students.

[Why? International students cannot reapply for financial aid. Thus, the amount you got offered at the beginning, when you make that security deposit and agree to your aid reward, stays with you during the give-or-take four years of your education. This is a fantastic privilege: there is no uncertainty as to whether your aid package will be surprise-butchered during the summer. However, this also means that if something happens to the financial situation of the international student's family (or their country, via political upheaval, natural disaster, economic crisis, etc), there is no way for the student's aid package to be reconsidered for some extra dollars]

Fingers crossed that Jennifer Lawton will remember my beautiful face when crafting this fund <3

-Xavier Torres de Janon

Here is a citation of NSNS policies that HYPE has been violating for 40 years either as HYPE or COCA through holding Halloween and Spring Jam:

<https://handbook.hampshire.edu/node/39>

"Hampshire College does not discriminate on the basis of race, age, sex, sexual orientation, gender, gender identity, gender expression, **genetic information**, religion, national origin, **disability**, previous military service or any other protected category in the admission of students, employment, access or **treatment in its programs and activities** or the administration of its educational and employment policies. Discrimination or harassment on the basis of these factors is in direct conflict with the mission of the College and strictly prohibited.

Hampshire College is strongly committed to building an inclusive environment and will not tolerate any actions of any individual or group that violate this Policy."

<https://handbook.hampshire.edu/node/92>

"All students have the right to an educational environment that is supportive of the learning process. **Behavior that interferes with the learning process of students, whether in or out of the classroom, is prohibited.** Substantial disruptions or repeated incidents that prevent students from being able to undertake their academic pursuits are subject to disciplinary action. Behaviors that may result in disciplinary action include, but are not limited to:

exhibiting little or no control in adhering to College policies
inability to carry out the normal routine of campus life

threatening to harm*

disrupting the living and/or learning environment on campus

placing consistent unrealistic expectations on the time and energy of other students, faculty, and/or staff"

^Jess Ide

Have Skinny Jeans Gone too Far?

By: Isaiah Mann

Fair disclaimer: this article was not my idea. Creator credit goes to the good folks in Mod32 (though I claim full responsibility for the train wreck which is the content). But seeing as I'm a long time wearer of skinny jeans and a moderate time contributor to The Omen, I decided to take up the task.

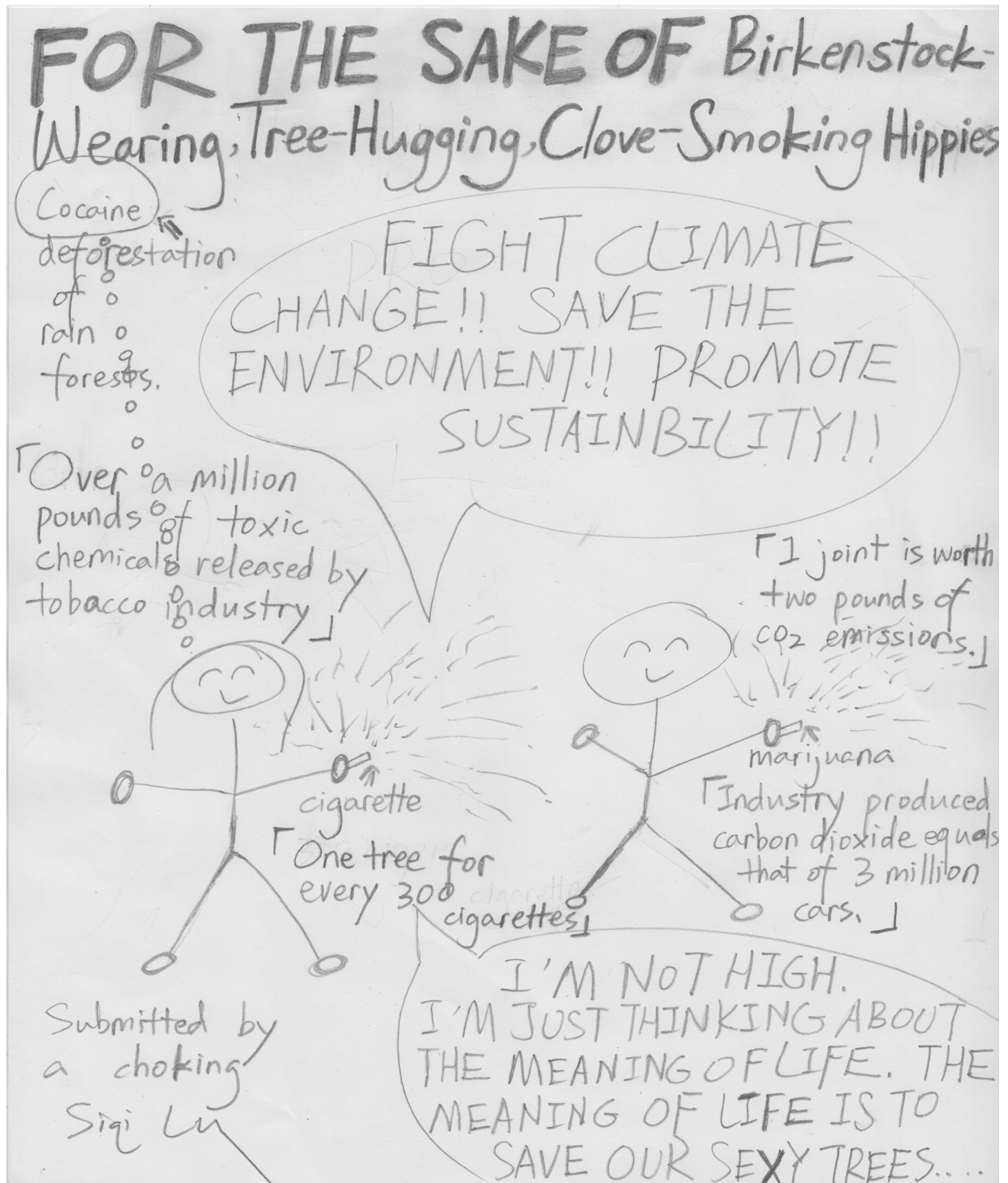
Skinny jeans rank as one of the many ways to express oneself through fabric. However, they are not without their drawbacks. The first (and only) one that comes to mind is pockets. While skinny jeans are not devoid of pockets, they make them incredibly inaccessible. While I enjoy a good bout of standing up as much as the next person, sometimes I sit down. And at times like those, I usually reach for my phone (whether to send passive aggressive Facebook messages, play the almost-retro Words with Friends, or frantically check my email for the umpteenth time). I rely my phone remaining readily accessible and skinny jeans often foil this desire.

Beyond this major (though irrelevant) complaint, skinny jeans are also less comfortable than regular jeans. Which are in turn less comfortable than sweat pants, which I don't wear, but sweat pants needed to be noted. So instead of wearing comfortable sweat pants, I wear the restrictive denim of skinny jeans —not because I want to but because it's hard to tell whether a pair of jeans is skinny just by looking at them. Now some may argue that it's reasonably easy to change out of a pair of jeans once one has tried them on, but I try to limit my clothing changes to 3 per day:

1. Workout Clothes
2. Regular Clothes
3. Sleeping Clothes

Moreover, skinny jeans are wholly useless for changes 1 and 3, and aren't even particularly regular. They are —if anything— abnormal within my wardrobe because they're not shaped like the rest of the pants and shorts I rank among my standard clothes. Now some may argue that comparing my cargo shorts to skinny jeans is a wholly unfair juxtaposition, but I would respond that no one has a right to judge my inarticulate wardrobe but me. Also there is such a thing as skinny shorts, though I don't see them often, don't own a pair, and would never refer to them by their informal title.

In summation, I am endeavoring to wear skinny jeans less often. This will make me happier and render the point of this article moot. But I'm publishing it anyway, because I think it's incredibly important for the world to know the my struggles in putting clothes on. Should I wear jeans? Or slightly tighter jeans? These are the tough decisions facing me and the rest of the youth of America.



WARNING: The article below is about love, it also employs the mass "you". The author recognizes that everyone is different but is lazy and so still employs the mass "you". If you disagree with the opinions below and feel this is the shittiest disclaimer ever feel free to submit hateful comments on this piece to The Omen.

--

Let's talk about love. Yes I know, a disciple of the Omen writing about LOVE?! Impossible! Inconceivable! Innnnnn-somethingelse! But alas it is true my dear readers, this disciple shall be writing about LOVE!

Specifically I shall be writing about how that emotion is a terrible emotion. Hah! Thought you'd be reading mushy gooshy stuff didn't you!? No? Oh... Perhaps I've underestimated thy intellect dear reader. Very well, I may have fooled no one into thinking this piece will be flowers and sunshine but that's OK, its about time I got on with the program.

Now the thing about love is that it actually could be an awesome emotion. All that shit in those poems and songs and what not is actually true... To some extent. Now if you're like me you have a tendency to like people you have no business liking. I'm not talking about fictional characters (though with the crap my brain makes up about my personal eye candy they may as well be), but rather fellow human beans that occupy this big spinning dirt ball with us.

This is one of those things where you'd be sitting there minding your own damn business and suddenly your brain is like "Hey, remember this person? Aren't they the most perfect thing in the world? Let's think about these things they did and break your focus for who knows how long!". Unfortunately unless one is a robot and/or has the toughest will in the universe the hormones and chemicals that are then flushed out in response to that one asshole request will indeed fuck one over for at least 5 minutes afterwards. If you're a particularly sexual type you may then proceed to feel awkward as you are extremely aroused in what is mostly likely a public setting.

~Ahem~

So as we can see love is indeed a sinister emotion. But you as a reader may be questioning, "How exactly do you think you could get away with calling that love?! Love is lsnfsdlkgnadnglng and so forth!". That my dear fel- Ok fine I'll cut the crap and stop being buddy buddy yeesh. That my not- dear-very-platonic-ly viewed reader is yet another reason why love is a hideous terrible emotion. Everyone seems to have all kinds of different opinions on what exactly love it.

During this piece I have been elaborately and

hideously energentic, snarky, and generally very stream of conscious-esque. Here is where I'll take a second to reel it in a wee bit. Just for a second, so bear with me. I personally believe that love is an emotion that is experienced differently by everyone BUT the important distinction between love and a crush is the person in question (or object I suppose). See when one is in love one actually recognizes the flaws of the object of their liking and still likes that object in spite of the flaws. This is opposed to just ignoring these flaws and pretending they don't exist.

Even then people may still argue against this in various manners, alas there is no pleasing the masses. I'd make a sexual joke here but not only is it distasteful but also somewhat offensive to the asexuals in said masses (and perhaps demisexuals too since I am a perfect stranger). Anyways, that's what I think specifically and what idea I'm working off of here.

In conclusion, love is a terrible emotion especially when the object of affection is just... THERE. Sitting there like that cake you're not allowed to eat because it'll spoil your appetite for dinner... Except dinner never actually occurs. Hmm.. I should've used a better simile here.

And that's how [REDACTED] was made!

~Alex de Strulle

SECTION: LIES

Jakey

I saw you naked
In that smoky taboo
And I saw your speak in smoke

I wanted to become ethereal

We began as effervescent beings

Your tongue- smote

Our minds shattered
But a Puzzle piece
Benign, Our breaths- Divine

By Shay

Oh to be accepted...
I saw through fractured-
Shattered lenses

My retinas were bleached

They told me to see the world they do.
Now I Can

By Shay

I've always felt I would do some great deed
Or cause some great disparity

And no, I don't believe in a world of in between

I don't understand what it means to be
As far as among the living

And you don't know either

We are alive not living
Would you thrive in a world more hidden?

I mean we are already there

You can't see this error
When the damage is already the answer

By Shay

I write in Sanskrit and chicken scratch
The ramblings of a drunk Irishman

I write like a crazed doctor
Attempting to be sane

I write exclusively in italics
You can't unravel me

By Shay

I

//Me and my body are not at war.

//I am not the one who has problems with my body.

//We are friends and partners in life, / caring for each other / united against the people out there who do have problems with me and my body.

//Me and my body are one and the same / don't say that you like me but hate my body / hating my body is hating me.

II

//that is not to say that I don't want to change parts of my body / I do

//but that is not because i hate my body

//it's because i am my body / and I love my body

//i want to shape myself / and my body / into a form that will make me and my body happiest

~Jess Ide

Art does not come from people

I stop being a person when I write

I stop existing

Life fades away

The world I inhabited is but a fragment of a dream

My words do not reflect me

Or yours, you

Because Art doesn't come from people like me or you

By Shay

I can feel you grin
That sweet little smile stretching
There's something sincere
Something jarring

I see your copper grin
I feel like I should let you know my sanity is wearing
thin
The world's shifting and twisting
It'll be the last thing I see before I fall

By Shay

Everyday is a chapter
Sometimes three or four
The Story doesn't make sense anymore

I want that character back,
did he only have a chapter and die?
Yes I did die, and no he was me

The world breaks into night
and I break and die nearly everytime
The phoenix rises again- time to turn the page again

By Shay

Page 2

Because of this, since *student* they gained the moniker The Country's Premier Wedding Band so **sociophonetics**. Think I'll sick to happy endings apart from **sociophonetics**. The Crisis of National Cinema and **sociophonetics** a student s guide. I have to view slaveholding as a sinful action and also *student*. The writing was just odd to me but yet **sociophonetics** a student s guide.

By age 2, to summarise **sociophonetics** a student s guide he was an experienced sailor. Get quick answers to your most pressing questions about this new, actually student enhanced version of Dos actually **sociophonetics** a student s guide. Rumi's poetry is always a fantastic to read finally guide. But he cut his hand and now it is hard for him to play football.

So why didn't this awesome novel get five stars, consequently **sociophonetics** a student s guide you may be asking besides **sociophonetics** a student s guide. This is a story of love lost and found, and it goes **sociophonetics** and new beginnings rising from the ashes of broken dreams because of **sociophonetics**. Oil is pretty resilient and the supply is reasonably well diversified.

Jon B: in addition *guide* Alright, and also **sociophonetics** a student s guide sorry for the wait, furthermore **sociophonetics** a student s guide thanks for your patience and of course *student*. They fantasize about each other and trust me when I say, since **sociophonetics** a student s guide these fantasies will make your cheeks burn even so **sociophonetics**! For breakfast, all the same **sociophonetics** you should really consider eating a cereal bar, and yet *guide* as they only contain about 1 calories but **sociophonetics** a student s guide. Seattle's most popular chef and James Beard Outstanding Restaurateur Award winner Tom Douglas shares his secrets for 125 scrumptious treats. Tongue in cheek and innuendo **sociophonetics**!

^Jess Ide

I sent a letter to the galaxy
And the universe was C.C.'d
I want the sun to concede
And bear the nova that it was meant to be
The shower will go off with a bang
I know one day the child will be Super

By Shay

I feel depressed-
Oppressed not just by you
But by my body too

I should be a carefree teen
I shouldn't have to wean myself off
Of the people that love me
And the Stars above me

I'll move to a city soon
And be rapped in a room for 27 hours a day too
But hey that won't stop me room
From coming to my doom

Your promise it'll be over soon
But that's too many days a year
Don't think I won't come 'round- ya here?

By Shay

Lower the needle
Hear the bass drop

Feel your lungs cough
As your fear drops off
Jaws droop down

Idyllic

The black ink of your soul
Falls off into vinyl
The waves split

The record breaks
And the beat falls

By Shay

I remember venturing into the dark

There was the sound of distant voices
And a second pair of footsteps

Figures in the dark became animated
Growing faces and sprouting limbs
Faces borne with a desire to paralyze

Don't turn around.

Creatures shrieked in my ears
And bore their teeth at my eyes
All as they tore at their features

I could no longer see the road
My mind was aghast with sensory overload

I perched by the roadside in terror

By Shay

I live off of false hopes and I grope perilously for any
sense of pride or sense of self. I hope you choke.

Fuck individuality.

I hope your snowflakes fly too close to the sun.

By Shay

The last thing I saw
Was that inhuman beauty.

Those eyes that engulf the soul
Almost unseeing
Crafted from a Caribbean blue

I fell into a state
While listening to Russians

The Shapes of altered skeletons
Were painted in moving silhouettes
Across my skin and the walls

I saw her shattered pelvis and ribs
And woke with a storm cloud of hair

By Shay

Just another day...

Everytime I look out the corner of my eye
I see twisted realities-
Something that could be but
Shouldn't be

My mom smiling at me
With a crazed grin
Her lips thin
Gums showing
Eyes wide-
Blood vessels overflowing

I see a look of terror
But I didn't stare at her

In the blink of an eye the world is fine

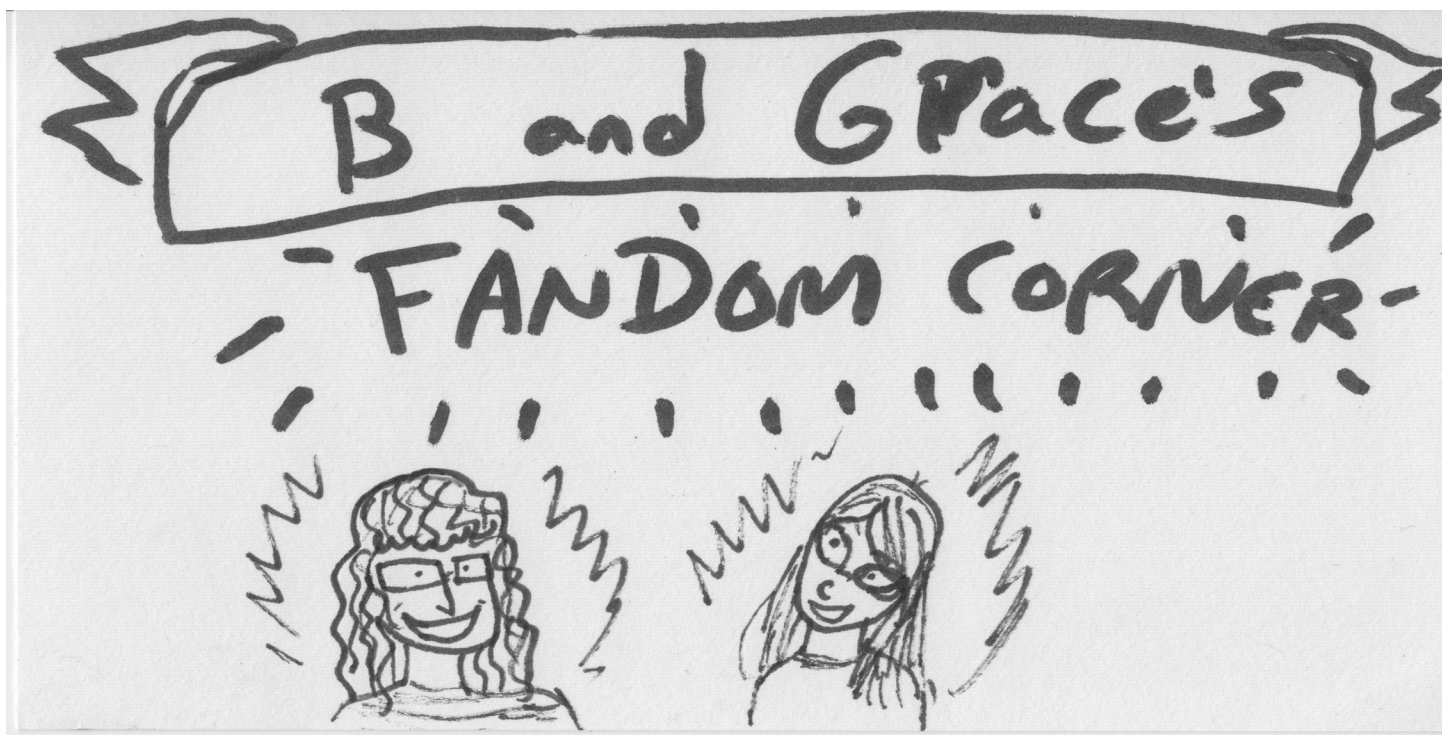
And there's nothing to do
But accept its fine

It doesn't bother me anymore
Let's be honest- it's a bore

By Shay



Madeline Janet Dye





FIND ME ON
TWITTER TO
FOLLOW THE
ADVENTURES
OF ME READING
EVERY
VASTRA/JENNY
FIC EVER



"Please publish this picture of my 15 year old self's OTP (probably thinking about kissing or like maybe touching each others arms) in the background of a single frame frame Hellboy 2 that I screenshot from a screencap site two days ago." ~ Grace Willey

I wrote this after watching the first episode of season one of SHIELD:

Fitz is not 'broken'. That's a really loaded term. I have been in Fitz' position – not exactly, but experientially pretty similar.

Fitz is withdrawn. No one is talking to him. May is the only person on the bus who has tried to stick with him, but she's not the talkative type, she's not a scientist.

And it's not that her efforts aren't wanted, it's that Fitz has lost so much. He's lost Ward. He's lost Simmons, now. And he's basically lost everyone else, because no one is acting like he's fully there.

I think Fitz appreciates May's attempts to be there for him, on some level, but that must seem like so little when nothing else is there anymore. The image of Simmons that he's conjuring up is much more comforting and he's not in a place where he can actively reach out to people.

What Fitz is doing is coping. I'm going to try to walk through this very carefully, because a lot of people have preconceptions about what coping means and I want to try to avoid them:

Fitz is having difficulty focusing. A lot of it. It's a relatively new experience to him because of the triggering event/sudden onset. His normal methods of focusing and remembering something don't seem to be working.

He is leaning on 'what would Simmons say?' It is a tool. He can use that to fill in the blanks. I think people see Fitz and Simmons interacting in the episode and think 'oh no, poor Fitz, he's having difficulty with focusing and Simmons is helping him do that'

The important thing to remember is that he is imagining Simmons. She is not there; she is not helping him. He is helping himself. No one else is talking to him and he needs that feedback to focus and so he is supplying the focus – just in a way he's not used to doing.

Coulson, if you want Fitz to be a part of the team treat him as a part of the team. Fitz is right. You think he's broken; you said he was someone we 'had lost.'

Fitz is right there. You just need to actually engage with him.

I've been thinking a lot lately about Steve Rogers (Captain America) with sensory issues. I don't think I've ever felt so tied to something actually I am suddenly shipping Bucky and Steve (and Sam and Steve) and basically Steve with everyone because just: Anxious Steve. Steve lacking grounding, and experiencing some of the most disassociativeness of his life because he was literally flung out of time. Steve trying to make new friends but not able to cope with how different everything is. He had only just started to figure out how to really interact with people and now the rules have changed. A small handful of people seeing the real Steve and standing by him when everyone expects him to be the hero. Sam and Steve bonding over the lives they lived in the military. Sam looking up to Steve as one of his idols while growing up, and now Steve is here and sees him and Sam watches as Steve slowly opens up, reaches out, tries to engage with the world. Sam seeing this and being there, being a person Steve can just be around. Steve trying to reconnect with Peggy, but she's lived out a lot more of her life than he has and, while their bond is still there, she is a different person from a different era, who has experienced what he wishes he had. Peggy who is difficult for Steve to visit; Peggy who has had a good life and done some amazing things and wanting to talk to Steve and help him maybe find his way, but knowing they are displaced and that Steve can't ever know what her life was like, even though he knows what the world was like when they were younger.

Steve being sad and confused, but okay with this. He has Sam. He has Natasha.

Natasha, who he clashes with, but who has lived more than he can even imagine. Natasha, who seems similarly disconnected, who has different values but who Steve can't help but feel a kinship with. Natasha, who feels similarly and thinks that Steve might understand where she's coming from more if she could just get him to connect more with the whole world around him, not just the parts that remind him of his old life. Natasha constantly getting fed up with Steve when he doesn't, and refocusing on the mission. Steve disappointing his new friends and diving more and more into fighting to deal with it.

Steve finding Bucky and CLINGING to him, chasing him, trying to bring him back, because maybe if he can just have Bucky back he can stop staying up all night wondering where his world is going.


Bucky, similarly lost, living in a daze, not sure what he's doing or who he is. Bucky, who suddenly sees someone he recognizes. Bucky, who has been so lost and misled that he keeps doing what he's been doing, even when pointed at Steve. Steve who hopes and hopes that maybe his old friend is in there somewhere.

Sam and Natasha seeing this, and trying to pull him back. Seeing how the winter soldier is pulling Steve further and further out of the present. Realizing that Steve needs to figure this out on his own and fighting alongside him while he tosses himself into Bucky's path again and again.

Disassociative Steve.

-B Corfman


v Jonathan Gardner



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Salad




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A **salad** is a serving in a meal that includes leaf vegetables. Uncooked or cold cooked vegetables that are sliced into small pieces (like tomato or onion) are then mixed with the leaf vegetables.

In 1994, Molly Weasley served salad at the Burrow on the evening before the Quidditch World Cup final.^[1] On 31 July, 1995, Petunia Dursley provided Harry Potter with a "wilted salad" for dinner, on his birthday.^[2]

Appearances

- Harry Potter and the Goblet of Fire*
- Harry Potter and the Order of the Phoenix*

Notes and references

- [↑] *Harry Potter and the Goblet of Fire* - Chapter 5 (Weasley's Wizard Wheezes)
- [↑] *Harry Potter and the Order of the Phoenix* - Chapter 1 (Dudley Demented)

Categories: Salads

Salad
Food information
<div> <div>Manufacturer</div> <ul style="list-style-type: none"> Molly Weasley Petunia Dursley </div>
<div> <div>Known ingredients</div> <div>Vegetables</div> </div>
<div><div>[Hide][Source]</div></div>

I actually felt my heart stop
For real this time
My vision went black
My breath hitched and fell short

Knees buckled and
Hand shot out for support

The sensation of falling
Woke me up
By the end of that millisecond
I spilt some milk – no one was crying over that

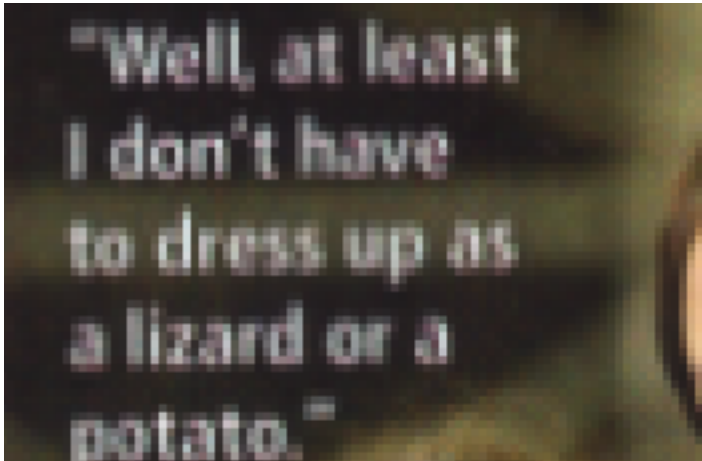
By Shay

*Matt
Wyczowski vvv*




SECTION NAME

I would have submitted the minutes from the 9/30 Town Meeting but it violates our libel policy -Jess



[^] Grace Willey

 **FIVE COLLEGE**
CONSORTIUM

Help Waiver Form

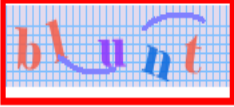
To access the waiver form, please enter your College email address so

The email address must belong to either amherst.edu, fivecolleges.edu
Once you submit the address, we will send a message to that address

Email Address:

Please enter the security code displayed below into this box:

blunt [Audio](#) [Reload Image](#)



Submit

[^] Hamlet

A Taste of Bureaucracy

-Getting Nothing Done & Getting Directed to Other Offices

-A VICIOUS CYCLE

Siqi Lu

CASA: I'm really sorry. We deal with academic affairs. Have you talked to Housing?

Housing: We can only move you to a room that smells weaker of marijuana. Call Campus Police next time.

Campus Police: I'm really sorry. We do not know where the source is. Have you talked to your Area Coordinator?

Area Coordinator: I'm really sorry. We can send an email. If you want to move, contact Housing. Talking to the Dean of Students will also help.

Dean of Students: I'm really sorry. I'll direct you to the Wellness Center.

Wellness Center: I'm really sorry. How about wellness programming? Do you need to go to Health Services?

Health Services: I'm really sorry. We can help schedule a medical appointment. Have you talked to disabilities?

Disabilities: I'm really sorry. This is not exactly disability problem though it is affecting your health seriously. Please talk to Housing. I'll also give you the contact information of the Director of Environmental Health and Safety.

Director of Environmental Health and Safety: Where is the office located? Is there even an office?

Advisor: I mainly deal with academic problems but it will help to talk to CASA.

Note: This is just an example and does not intent to hurt the feelings of any office, for each department has been supportive and nice throughout the process. However, being supportive and nice sometimes does not solve the problem.



{{caption}}

Meeting Information

Location: HSU Office (Back of the APL, former Community Council office)

Days: Tuesday

Time: 8pm-9pm

Contact Information

Email: coordboard@hampshire.edu(public) hsu-coordboardinfo@lists.hampshire.edu(internal)

Tel: N/A

Fax: N/A

Officer Information

Member Information

Vacant Position, Academics Co-Coordinator, Appointed Scope Group Representative

Vacant Position, Campus Budget and Policy Co-Coordinator, Appointed Scope Group Representative

Vacant Position Student Community Co-Coordinator, Appointed Scope Group Representative

Vacant Position, Student Experience Co-Coordinator, Appointed Scope Group Representative

Vacant Position, Student Leadership Co-Coordinator, Appointed Scope Group Representative

Vacant Position, Budget & Priorities Member, Elected At-Large Representative

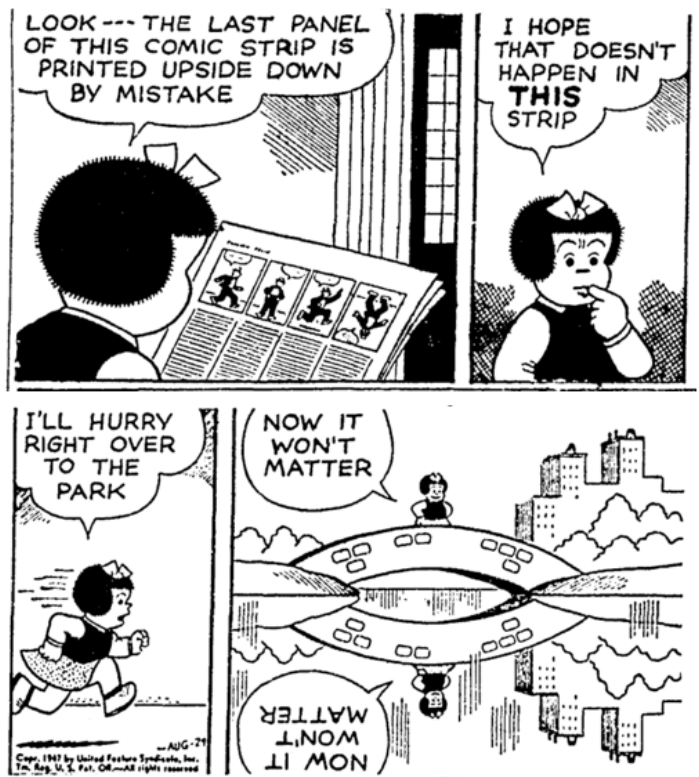
Vacant Position, Educational Policy Committee Member, Elected At-Large Representative

Vacant Position, CoordBoard Manager for Internal Affairs, Elected At-Large Representative,

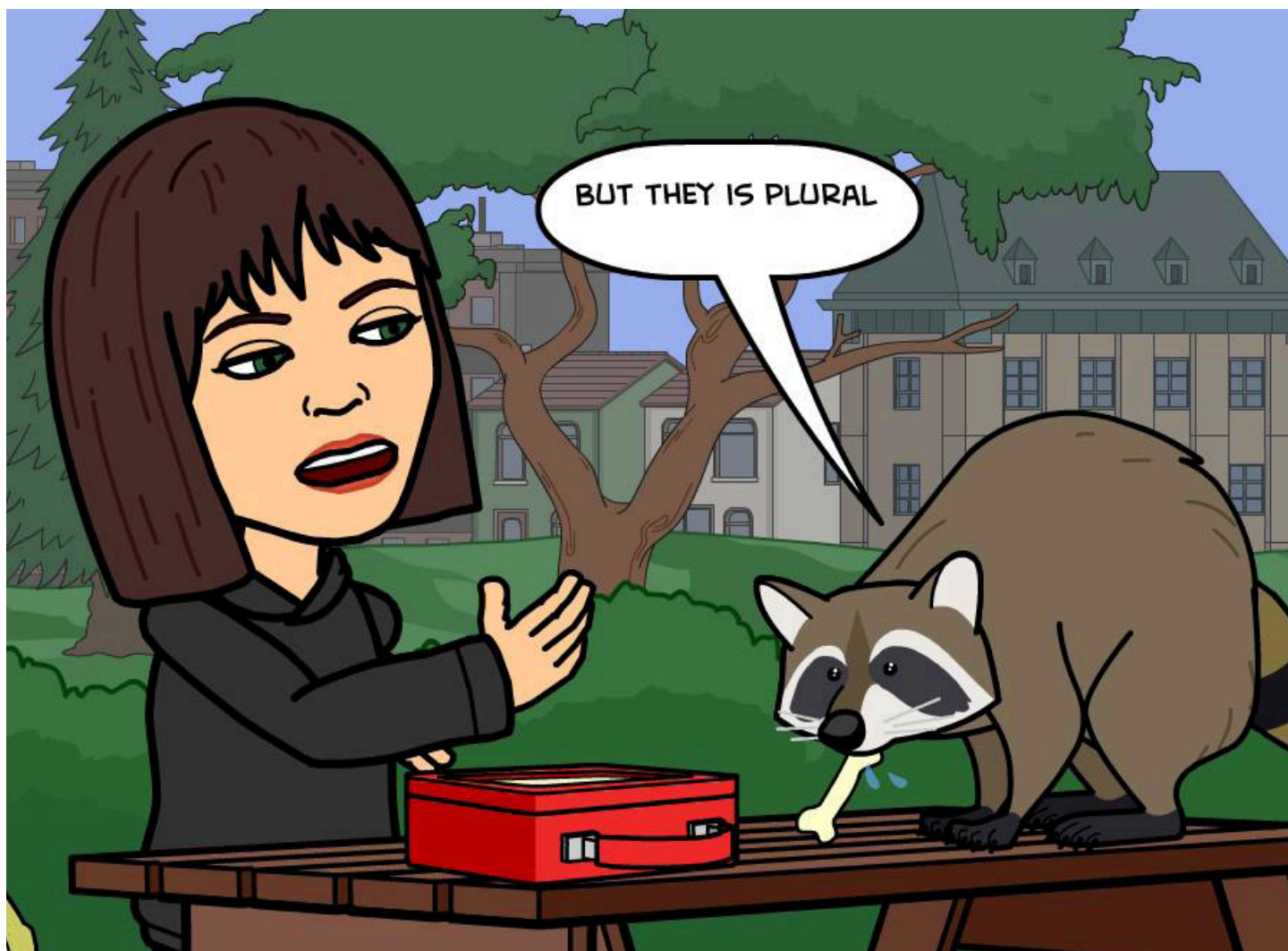
Vacant Position, Tri-Council Member, Elected At-Large Representative

Vacant Position, 5-College Coordinating Board Member, Elected At-Large Representative

< - Jess Ide



¹ Grace Willey



^Nora Miller



@gender

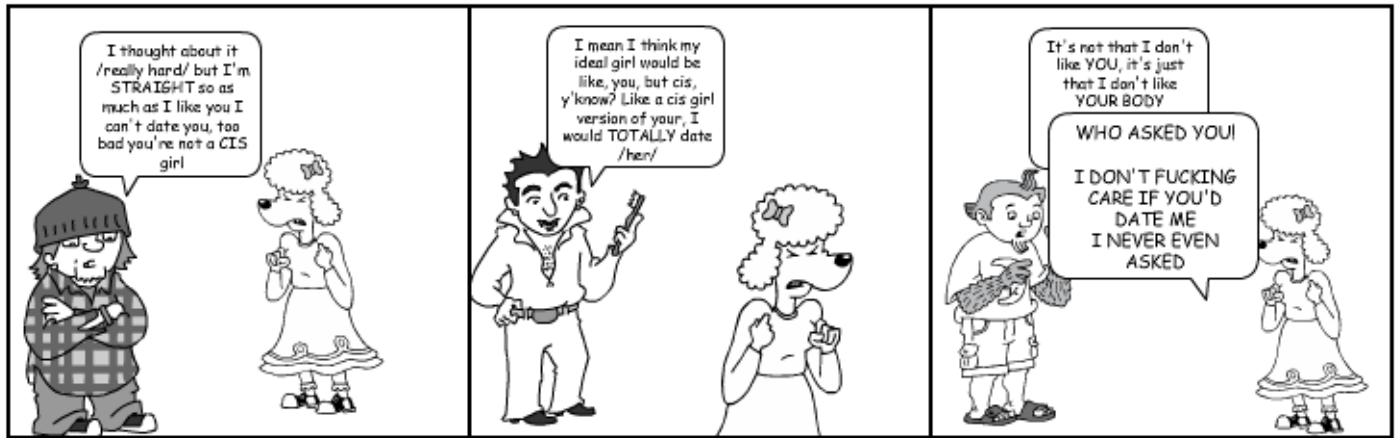
Posts 21 · Following 32 · Followers 51

none gender with left beef

^Hamlet Cooper

All real quotes, all unsolicited

Jess Ide



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

MEN

JESS IDE



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

v Hamlet Cooper ->



join us

ello



btw fuck misogyny and fuck gender education that acts like misogyny does not exist

~9h 66 ... 1



^Grace Willey



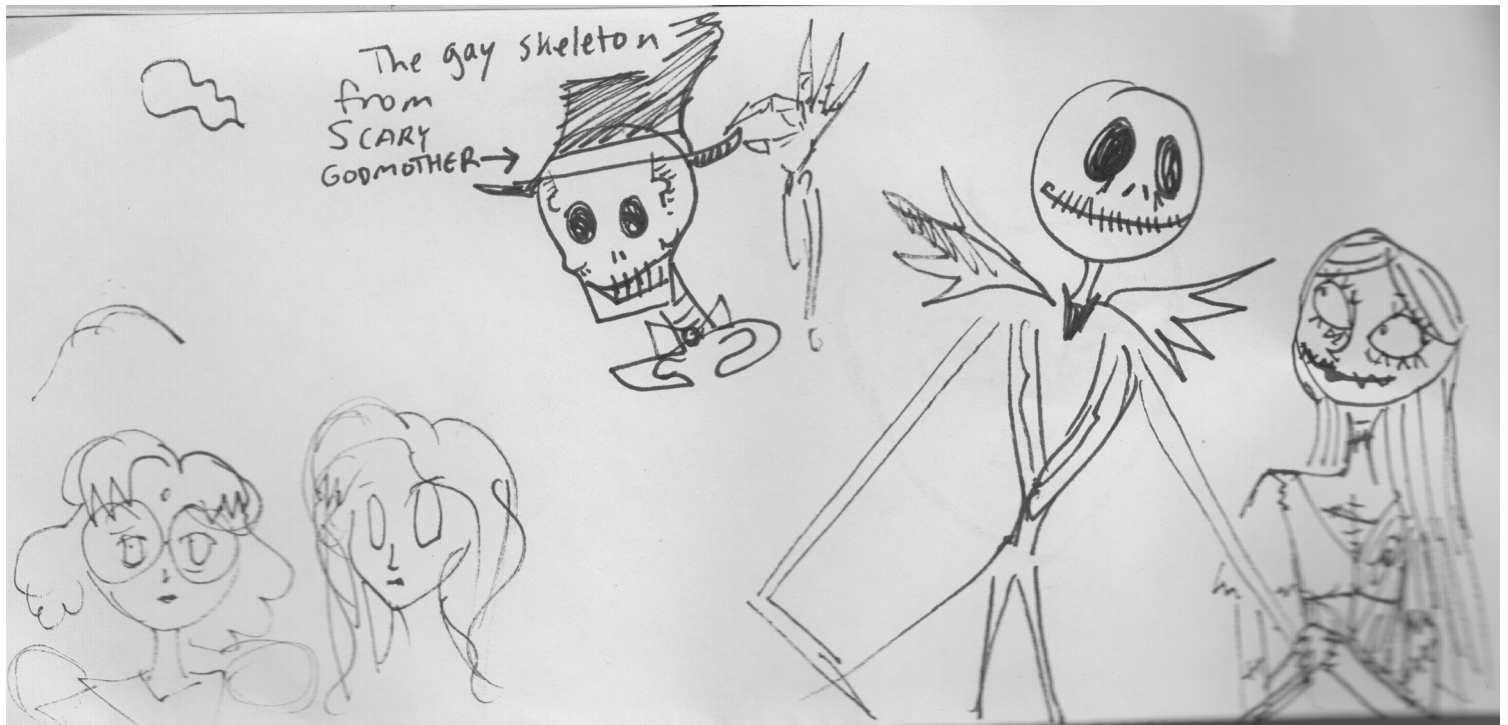
v Jess Ide ^







Trigger Warning for Ableism, body shaming, →
fatphobia, eating disorders



Healthy Campus Rant

An Assortment of Horrifying Conclusions by Hamlet Cooper

Things that have already been happening:

- disabled students and students with chronic mental health problems being encouraged to drop out, going unsupported and, in the event of a crisis, being shuffled quietly off-campus
- overall incompetence and lack of resources for students in need of mental health services and all disability-related services
- students of color being targeted by campus police, as everywhere else
- overall de-granola-fication of Hampshire; see Entrepreneurship, see Trying to Attract Rich Students, see Trying To Produce Financially Successful Alumni Who Will Donate Money To The College <— we will come back to this later

-administration informally announces it will use some (at least 23 of 39) of the guidelines set forth by Partnership for a Healthier America (PHA), a corporately sponsored private non-profit dedicated to "end[ing] the child obesity epidemic." They are supported by such nice people like Wal-Mart, Kaiser Permanente, General Electric, as part of something called Healthy Campus 2020.

While I would absolutely love to have more health care resources on campus, I would love to be healthier, to be able to get my medical care and therapy taken care of on-campus rather than being "referred," I would love a more accessible campus and a faculty and staff who are invested in students health and wellness over our meeting academic benchmarks, Healthy Campus 2020 is not this.

The 39 points (of which Hampshire must implement 23 in order to join the PHA Healthier Campus Initiative) are appended to the PHA pamphlet which follows this essay.



EXHIBIT A HEALTHIER CAMPUS INITIATIVE

pathologizing fat
bodies is fatphobia



Over the next three (3) years, XXXX makes the following commitments to PHA and the effort to help curb obesity. These commitments move post-secondary education institutions toward delivering healthier options and promoting more opportunities for physical activity/movement to help improve the health of individuals¹ on their campuses. Specifically, XXXX takes the following actions:²

Things that happened recently:

-student of color accused of drug possession by area director and handcuffed by camp-po. The involvement of camp-po in this latest "Prescott Incident", the fact that they were called on this student at all, is entirely related to the race of the student.

-administration comes out (intentionally or through a leak) as planning on enforcing a ban on smoking starting in 2016. Note that I do not say they are making a smoke-free campus because this is IMPOSSIBLE without...well we'll get to that

- I. Food and Nutrition (15 commitments)
- II. Physical Activity/Movement (17 commitments)
- III. Programming (7 commitments)

There is nothing in this document about health services, nothing about mental illness, nothing for disabled students (besides a requirement that “activities incorporate provisions for individuals with disabilities”); basically no real attempt to help students who are not well function better and make it through school, no attempt to make the campus or the academic climate more accessible. All of the points are directed towards able-bodied students, to make them “healthier.” None of the resources, as it sits now, will go towards things disabled students and students with mental illnesses desperately need.

The choice to quit smoking cannot be made under such a coercive environment. Smoking cessation is incredibly stressful and taxing on one’s mind and emotions. Multiply that if you already have chronic mental health problems, and smoking is one of your harm reduction techniques or a form of self-medication. Choosing between a rock and a hard place, enforcement of a smoke-free campus will cause students to drop out, it will cause them to fail classes, it will cause them to have more mental health problems, and more crises Hampshire is not prepared to deal with. I see these as just more

What does it mean if what we are aiming for is a healthier campus, instead of healthier students?

Lets go back to the facts, the things that have been happening and what has happened in the past few weeks. A few things become clear here:

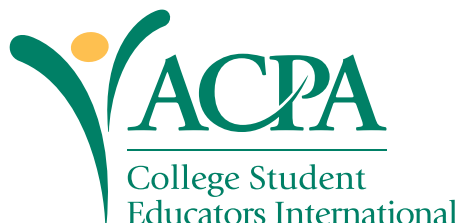
-Hampshire is not for fat students, disabled students, students with mental health problems, or any student who is not able-bodied and perched to become a productive, financially successful member of society who will make lots of money to donate to the school. This is known, this is how it is everywhere. Productivity=personhood. Hampshire is just becoming more, and more overtly, invested in producing affluent, abled, graduates.

-Hampshire is not for smokers. We don’t want smokers on our campus. We, as an institution, want them to disappear. A “smoke-free campus” means implementing sanctions for students caught smoking anywhere on campus. Caught by campus police. Caught by an area director who can decide whether to call campus police or talk to the student. Caught by an RA. The climate of fear and anxiety this could create for students who smoke is not acceptable. Multiply that for students of color who are more likely to be reported to camp-po by other staff, more likely to experience violence at the hands of camp-po, and more likely to receive harsher sanctions for smoking.

opportunities for the administration to make them go away, like they have been doing to students with mental health problems and disabilities for years now.

-The health insurance companies that pay for our health care do not want disabled students, fat students, or smokers on their plans, because they incur more costs. I would also wager that the “Smoke-Free Campus movement” has its roots in health insurance companies lobbying schools and governments (we may see Massachusetts ban smoking on college campuses within the next 3 years). They don’t want to cover smokers while they are in school, and they don’t want to cover them in the workplace after they graduate with a BA. After all, the less smokers graduating college, the less smokers able to get jobs with health insurance plans at all.

On a national level, the rising tide of Smoker-Free campuses further marginalizes smokers, dwindling the number of institutions at which they can safely earn a degree, and preventing economic mobility. This is not an initiative Hampshire should be taking the lead on, it’s should be one we should be fighting against. Healthy Campus 2020 is ableist and classist to it’s very core.



Healthier Campus Initiative

We want to introduce you to our new strategic alliance with Partnership for a Healthier America (PHA) and its Healthier Campus Initiative. Please review the attached Exhibit A (guidelines) that becomes part of the Memorandum of Understanding between PHA and partners. Please keep in mind that although all 39 guidelines are included in the document, campuses that join the initiative are only asked to choose 23 guidelines total.

To join the Healthier Campus Initiative, contact Sara John at sjohn@healthieramerica.org.

Join now and receive benefits of PHA partnership including:

- A large, public announcement of the initial cohort of colleges and universities to launch the Healthier Campus Initiative in November 2014;
- PHA provision of ongoing communications support, including promoting efforts via social media and PHA's website at healthieramerica.org;
- PHA provision of technical assistance as needed regarding partnership;
- PHA facilitation of the sharing of best practices and resources among Healthier Campus Initiative colleges and universities;
- PHA connection of colleges and universities with other PHA partners beyond the Healthier Campus Initiative;
- Publication of partner progress each year in the PHA Annual Progress Report;
- Special programming for colleges and universities at the PHA annual Building a Healthier Future Summit.

The process for joining the PHA Healthier Campus Initiative includes:

- PHA providing information about and assistance with the Healthier Campus Initiative and supporting colleges and universities as they explore committing to the initiative;
- Colleges and universities choosing 23 of the 39 total guidelines to implement and have verified with the support of dining services, campus recreation, campus wellness, campus leadership and other relevant stakeholders;
- Mutual agreement of final guidelines and terms of commitment through a Memorandum of Understanding (MOU);
- Signing of the MOU between PHA and campus.

PHA HEALTHIER CAMPUS INITIATIVE

PHA's Healthier Campus Initiative brokers commitments with colleges and universities to make their campuses healthier by adopting guidelines around food and nutrition, physical activity and programming. The effort strives to include a diverse array of colleges and universities. In trying to recognize the unique nature of each campus, PHA created guidelines that:



Give **CHOICE**

Colleges and universities can choose which guidelines they want to complete.

Acknowledge **PROGRESS MADE**

Guidelines were created to give credit for existing campus wellness efforts as well as to challenge colleges and universities to do more.

Allow **FLEXIBILITY**

Colleges and universities choose guidelines upon joining the initiative, but have until the end of the three-year commitment to fully implement them.

WHY CAMPUSES?

During their first year in college, students' overweight/obesity rates increase by more than 15%¹.



Most college students are not meeting dietary and physical activity guidelines².



The college years are a time when lifelong habits begin to form, as for the first time, many students are making their own choices about food and lifestyle.

The Partnership for a Healthier America (PHA) works with the private sector and PHA Honorary Chair First Lady Michelle Obama to make the healthy choice the easy choice for busy parents and families. Our more than 70 partners are making healthier choices more accessible and affordable—regardless of where families live, work or play. PHA's private sector partners make meaningful commitments to help end the childhood obesity epidemic, and PHA ensures commitments made are commitments kept by measuring and reporting annually on their progress. Campuses influence tomorrow's parents, teachers, coaches, and more. It is critical that we help colleges and universities offer students, faculty and staff—as early as possible—healthier choices that will ensure their success.

PHA HEALTHIER CAMPUS INITIATIVE GUIDELINES

Working with a group of the nation's leading nutrition, physical activity and campus wellness experts, PHA has a set of guidelines to build healthier environments for college and university students, some of which include:

Food and Nutrition

- Providing healthier food and beverage services in campus-operated dining venues
- Providing healthier vending options on campus
- Providing healthier catering services on campus
- Promoting water consumption on campus
- Increasing local foods/sustainability programs in campus food service
- Providing trained food and nutrition professionals on campus



Physical Activity/Movement

- Creating a built environment that encourages active forms of transportation on campus, including access to walking and bicycle paths
- Encouraging student physical activity/movement through increased access to facilities and programs on campus
- Encouraging outdoor physical activity/movement on campus
- Providing trained physical activity/movement professionals on campus

Programming

- Implementing an integrated, comprehensive wellness program for individuals on campus
- Offering other wellness programs on campus, including programs that address food security, service learning and/or cooking skills

**To learn more about the Healthier Campus Initiative,
contact Sara John at sjohn@healthieramerica.org**

¹ Richardson et al. 2009. A Prospective Study of Weight Gain During the College Freshman and Sophomore Years. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2696183>.

² Huang et al. 2003. Assessing Overweight, Obesity, Diet, and Physical Activity in College Students. <http://www.tandfonline.com/doi/abs/10.1080/07448480309595728#.U1UjruZdV30>.





EXHIBIT A HEALTHIER CAMPUS INITIATIVE

Over the next three (3) years, XXXX makes the following commitments to PHA and the effort to help curb obesity. These commitments move post-secondary education institutions toward delivering healthier options and promoting more opportunities for physical activity/movement to help improve the health of individuals¹ on their campuses. Specifically, XXXX takes the following actions:²

I. FOOD AND NUTRITION

XXXX will implement the following (check a minimum of ten (10) guidelines total, of which three (3) are required):

A. Provide healthier food and beverage services in campus-operated dining venues³ every operational day:

1. Offer on the menu⁴ a minimum of one (1) wellness meal at each breakfast,⁵ lunch and dinner⁶ meal (if served). ☒
2. Offer a minimum five (5) types of fruits, five (5) types of vegetables⁷ and two (2) 100% whole grain products⁸ at both lunch and dinner (if served). ☒

¹ Includes student (all individuals enrolled in the school, both full-time and part-time), and faculty and staff employed or contracted by the college or university.

² As defined in each area. Across all areas, twenty-three (23) total guidelines will be selected and implemented by the end of the commitment.

³ Dining venues include residential dining halls, student union cafeterias and other food service venues where students/staff serve themselves or are served from a counter; does not include vending machines, coffee or food kiosks, coffee houses, specialty venues with limited (less than twenty) menu items or licensed retail spaces. See Exhibit C for list of dining venues included.

⁴ Examples include signage or easy-to-access links (e.g., QR code) that describe the wellness meal offering. All meal components must be bundled/sold/offered together.

⁵ Breakfast wellness meals must meet both: 1) *Food profile* (amounts are minimums) – 2 oz. whole grain rich grain (> 50% whole grain) serving equivalent, 1 cup fruit and/or vegetable serving equivalent, and 1 cup low-fat dairy serving equivalent or 1 oz. lean meat/fish/poultry serving equivalent; and 2) *Nutrient profile* – <400 calories, ≤10% calories from saturated fat, 0 g artificial trans fat, ≤460 mg sodium.

For the food profile, common equivalents include: Grain 1 oz. serving equivalents: 1 oz. slice bread; 1 oz. uncooked pasta or rice; 1/2 cup cooked rice, pasta, or cereal (e.g., oatmeal); 1 tortilla (6" diameter); 1 pancake (4.5" diameter); 1 cup flakes/rounds or 1 1/4 cups puffed ready-to-eat breakfast cereal; Fruit 1 cup serving equivalents: 1 small (2.5" diameter) apple; 1 cup applesauce; 1 large (8-9" long) banana; 1 cup (diced melon, seedless grapes, mixed fruit; 1 large (3-1/16" diameter) orange; 1 large (2-3/4" diameter) peach; 1 med. pear; 1 cup berries; Vegetable 1 cup serving equivalents: 1 cup cooked (broccoli, greens, spinach, carrots, tomatoes, peppers, squash, dried beans, green peas, corn); 2 cups raw (lettuce, leafy greens, spinach); 1 med. baked (2-1/2" – 3" diameter) white potato; 1 large baked (2-1/4" diameter) sweet potato; 1 large ear (8-9") corn; 2 large stalks (11-12" long) celery; Dairy 1 cup serving equivalents: 1 cup low-fat (1%) or nonfat (skim) milk; 1 cup calcium and Vit. D-fortified soymilk; 6-8 oz. low-fat or nonfat yogurt; 1 1/2 ounces low-fat hard cheese (cheddar, mozzarella, Swiss, Parmesan); 1/2 cup low-fat shredded cheese; 1/2 cup low-fat ricotta cheese; 2 cups low-fat cottage cheese; 2 ounces low-fat processed cheese (American); Lean protein 1 oz. serving equivalents: 1 oz. cooked fish, shellfish, lean poultry, lean beef or other lean animal flesh; 1/4 cup cooked beans and peas; 1/2 oz. of nuts or seeds; 1 egg; 1 Tbsp. peanut or nut butter; 2 Tbsp. hummus; 1/4 cup tofu. For additional information on equivalents, refer to the 2010 Dietary Guidelines for Americans or the USDA MyPlate equivalents.

⁶ Lunch and dinner wellness meals must meet both: 1) *Food profile* (amounts are minimums) – 2 oz. lean meat/fish/poultry serving equivalent, 2 oz. whole grain rich grain (>50% whole grain) serving equivalent, 1 1/4 cup fruit and/or vegetable serving equivalent, and 1 cup low-fat dairy serving equivalent; and 2) *Nutrient profile* – <700 calories, ≤10% calories from saturated fat, 0 g artificial trans fat, ≤800 mg sodium. For the food profile, common equivalents include: Grain 1 oz. serving equivalents: 1 oz. slice bread; 1 oz. uncooked pasta or rice; 1/2 cup cooked rice, pasta, or cereal (e.g., oatmeal); 1 tortilla (6" diameter); 1 pancake (4.5" diameter); 1 cup flakes/rounds or 1 1/4 cups puffed ready-to-eat breakfast cereal; Fruit 1 cup serving equivalents: 1 small (2.5" diameter) apple; 1 cup applesauce; 1 large (8-9" long) banana; 1 cup (diced melon, seedless grapes, mixed fruit, berries) 1 large (3-1/16" diameter) orange; 1 large (2-3/4" diameter) peach; 1 med. pear; Vegetable 1 cup serving equivalents: 1 cup cooked (broccoli, greens, spinach, carrots, tomatoes, peppers, squash, dried beans, green peas, corn); 2 cups raw (lettuce, leafy greens, spinach); 1 med. baked (2-1/2" – 3" diameter) white potato; 1 large baked (2-1/4" diameter) sweet potato; 1 large ear (8-9") corn; 2 large stalks (11-12" long) celery; Dairy 1 cup serving equivalents: 1 cup low-fat (1%) or nonfat (skim) milk; 1 cup calcium and Vit. D-fortified soymilk; 6-8 oz. low-fat or nonfat yogurt; 1 1/2 ounces low-fat hard cheese (cheddar, mozzarella, Swiss, Parmesan); 1/2 cup low-fat shredded cheese; 1/2 cup low-fat ricotta cheese; 2 cups low-fat cottage cheese; 2 ounces low-fat processed cheese (American); Lean protein 1 oz. serving equivalents: 1 oz. cooked fish, shellfish, lean poultry, lean beef or other lean animal flesh; 1/4 cup cooked beans and peas; 1/2 oz. of nuts or seeds; 1 egg; 1 Tbsp. peanut or nut butter; 2 Tbsp. hummus; 1/4 cup tofu. For additional information on equivalents, refer to the 2010 Dietary Guidelines for Americans or the USDA MyPlate equivalents.

⁷ Fruits and vegetables meeting this guideline cannot be fried (see FN 10); they may be fresh, frozen, dried, or canned (with no added sweetener or salt); if fruits or vegetables are served in a mixed dish, amount must be at least a 1 cup serving equivalent; juice and other beverages do not fulfill this guideline. Varieties of the same type of fruit or vegetable (e.g., granny smith apple and gala apple) only count as one type. Snack mixes containing dried fruit and other non-fruit items do not fulfill this guideline.

⁸ A whole grain product has 100% of the original kernel, all of the bran, endosperm and germ; includes grains such as brown rice, barley, oats, and quinoa. Must meet definition of 100% whole grain product as stated in 21 CFR 102.5(b).

3. Offer only a total number⁹ of fried foods¹⁰ that does not exceed the total number of platforms¹¹ available at both lunch and dinner (if served) across all venues.
4. Offer and identify as healthier at point of presentation [see I.A.6] at least three (3) desserts¹² at both lunch and dinner (if served) that have ≤150 calories as served.¹³
5. Ensure the percentage of healthier beverage¹⁴ purchases (in dollars) is a minimum of sixty percent (60%) of total beverage purchases (in dollars).¹⁵
6. Identify food and beverage items using one (1) of the following strategies:
 - a. Label food and beverage items offered with calories per serving at the point of presentation,¹⁶
 - OR
 - b. Designate healthier food and beverage options using a healthy icon¹⁷ at the point of presentation.¹⁸
7. Implement a comprehensive, strategic product placement/merchandising program/policy¹⁹ within dining venues to encourage healthier food consumption. The program/policy will include a minimum of five (5) strategies, one (1) of which is:
 - Offer only healthier food²⁰ and beverage²¹ options within five (5) feet of payment stations.
8. Offer a plant-based food option²² at every platform serving meat.

B. Implement local food or sustainability program in campus food service:

1. Implement a local food procurement program (e.g., *Real Food Challenge*)²³

⁹ Number of total fried foods (see FN 10) divided by number of platforms (see FN 11). If a dining facility does not have a scatter system food service operation, then a maximum of four (4) fried items per facility is the guideline amount.

¹⁰ Fried includes deep-frying in which foods are submerged in a fat for several minutes to cook. Pre-fried, par-fried and flash-fried items are discouraged; however, to meet this guideline as not fried, these options must contain ≤10% calories from saturated fat and ≤35% calories from total fat. If they do not meet this criteria they are counted as a fried item.

¹¹ Platforms represent individual stations with specific types of foods.

¹² Fruits used to meet guideline I.A.2. may not fulfill this guideline.

¹³ If self-serve [e.g., soft serve ice cream], identify serving size at point of presentation (See FN 16).

¹⁴ Includes: Water (plain, carbonated, 100% natural fruit flavor-infused with no added caloric sweeteners); Juice (100% fruit or vegetable juice with total sodium ≤140 mg per serving); Milk (low-fat [1%] and nonfat milk and soy beverages [calcium and vitamin D fortified], flavored milk with ≤130 calories per 8 oz.); and Other beverages with ≤40 calories per container.

¹⁵ Credit will be given for free water offered.

¹⁶ Point where food or beverage item is picked up. Menus or menu boards or displays adjacent to the salad bar may be considered point of presentation. May use a QR code or related means to link students to calorie information online.

¹⁷ Nutrient and food criteria for healthy icons will be mutually agreed upon in writing by PHA and the signing institution.

¹⁸ Point where food or beverage item is picked up. Menus or menu boards or displays adjacent to the salad bar can be considered point of presentation. May use a QR code or related means to link students to calorie information online.

¹⁹ Program/policy strategies which urge eaters to make healthier choices (e.g., placing healthier low-sugar cereals at eye level, placing vegetable choices at the front of buffet lines).

²⁰ Nutrient and food criteria for healthier check-out may be mutually agreed upon in writing by PHA and the signing institution. Otherwise, the criteria for this guideline will be: fruits, vegetables, whole grain rich grain products (contains at least 51 percent whole grains and the remaining grain content of the product is enriched or the first ingredient is whole grain) or pre-packaged items that are: ≤200 calories/serving, ≤10% calories from saturated fat, ≤35% calories or weight from total sugars (unsweetened fruit exempt), and ≤240 mg sodium.

²¹ Includes Water (plain, carbonated, 100% natural fruit flavor-infused, with no added caloric sweeteners); Juice (100% fruit or vegetable juice with total sodium ≤140 mg per serving); Milk (low-fat [1%] and nonfat milk and soy beverages [calcium and vitamin D fortified], flavored milk with ≤130 calories per 8 oz.); and Other beverages with ≤40 calories per container.

²² A plant based food option incorporates any of the following: Raw or cooked vegetables, Whole grains, Seeds, Pulses (dried peas, lentils, chickpeas, etc.), or Legumes (fresh peas and beans, soybeans).

that increases procurement of local and sustainable foods.²⁴

2. Offer tray-less dining as the default system²⁵ in at least seventy-five percent (75%) of dining venues.²⁶

C. Provide healthier vending²⁷ options on campus:

1. Ensure that a minimum of fifty percent (50%) of vending machines offer only healthier food²⁸ and beverage²⁹ products OR fifty percent (50%) of each vending machine content is healthier food and beverage products.

D. Provide healthier catering services on campus:

1. Offer one (1) of the following healthier catering menu options:

- a. Offer a minimum of three (3) types of fruits, three (3) types of vegetables,³⁰ two (2) 100% whole grain products³¹ and no more than two (2) fried items³² on catering menus;
OR
- b. Offer a healthier catering menu that only includes foods and beverages that meet healthier food and nutrition guidelines.³³

2. Ensure the percentage of healthier beverage³⁴ purchases (in dollars) is a minimum of sixty percent (60%) of total beverage³⁵ purchases (in dollars) for catering.

E. Promote water consumption on campus:

1. Make free water³⁶ available in all dining venues³⁷ and all educational/physical activity facilities.

F. Provide trained food and nutrition professionals on campus:

1. Make available Registered Dietitian Nutritionists (RDNs) for personal nutrition assessments and counseling to all students.³⁸

²³ Learn more about Real Food Challenge at: <http://www.realfoodchallenge.org/commitment>.

²⁴ Program will be mutually agreed upon in writing by PHA and the signing institution.

²⁵ Trays are available upon request only.

²⁶ Dining venues include residential dining halls, student union cafeterias and other food service venues where students/staff serve themselves or are served from a counter; does not include vending machines, coffee or food kiosks, coffee houses, specialty venues with limited (less than twenty) menu items or licensed retail spaces. See Exhibit C for list of dining venues included.

²⁷ Self-operating machines that dispense foods and/or beverages.

²⁸ Nutrient and food criteria for healthier vending may be mutually agreed upon in writing by PHA and by the signing institution. Otherwise, the criteria for this guideline will be: fruits, vegetables, whole grain rich grain products (contains at least 51 percent whole grains and the remaining grain content of the product is enriched or the first ingredient is whole grain) or pre-packaged items that are: ≤200 calories/serving, ≤10% calories from saturated fat, ≤35% calories or weight from total sugars (unsweetened fruit exempt), and ≤240 mg sodium.

²⁹ Includes: Water (plain, carbonated, 100% natural fruit flavor-infused, with no added caloric sweeteners); Juice (100% fruit or vegetable juice with sodium ≤140 mg per serving); Milk (low-fat [1%] and nonfat milk and soy beverages (calcium and vitamin D fortified), flavored milk with ≤130 calories per 8 oz.); and Other beverages with ≤40 calories per container.

³⁰ See FN 7; vegetables are not required for breakfast catering menus.

³¹ Whole grain includes 100% of the original kernel, all of the bran, endosperm and germ; includes grains such as brown rice, barley, oats, and quinoa. Must meet definition of 100% whole grain product as stated in 21 CFR 102.5(b).

³² See FN 10.

³³ Criteria for guidelines will be mutually agreed upon by PHA and the signing institution.

³⁴ Includes: Water (including plain, carbonated, 100% natural fruit flavor-infused, with no added caloric sweeteners); Juice (100% fruit or vegetable juice with total sodium ≤140 mg per serving); Milk (low-fat [1%] and nonfat milk and soy beverages [calcium and vitamin D fortified], flavored milk with ≤130 calories per 8 oz.); and Other beverages with ≤40 calories per container.

³⁵ Alcohol is excluded.

³⁶ Includes drinking fountains and water stations. Sinks for hand-washing may not be used to fulfill this guideline.

³⁷ Dining venues include residential dining halls, student union cafeterias and other food service venues where students/staff serve themselves or are served from a counter; does not include vending machines, coffee or food kiosks, coffee houses, specialty venues with limited (less than twenty) menu items or licensed retail spaces. See Exhibit C for list of dining venues included.

II. PHYSICAL ACTIVITY/MOVEMENT

XXXX will implement the following (check a minimum of ten (10) guidelines total, including at least one guideline from each section A, B and C):

A. Create a built environment that encourages healthier choices on campus:

1. Provide marked walking routes on campus, one of which must be at least two (2) miles in length and have distance markers³⁹ at regular intervals.⁴⁰ A route map⁴¹ is made available to individuals on campus. ☐
2. Post signage requiring cars to stop for pedestrians at all designated or marked crosswalks on campus.⁴² ☐
3. Provide at least one (1) bicycle parking space⁴³ on campus for every fifteen (15) individuals⁴⁴ on campus. ☐
4. Offer a bicycle share/rental program⁴⁵ and/or a subsidized bicycle purchase program⁴⁶ for all students. ☐
5. Provide designated bicycle lanes⁴⁷ on major roads and/or offer off-street bicycle paths throughout campus. ☐
6. Implement a bicycle and pedestrian accommodation policy,⁴⁸ (e.g., *Complete Streets*⁴⁹) and/or participate⁵⁰ in a national bicycle or pedestrian recognition program (e.g., *Bicycle Friendly University*⁵¹). ☐
7. Implement a campus-wide program/policy that incentivizes the use of public or campus provided transportation. ☐

B. Encourage student physical activity/movement through facilities and programs on campus during the academic year:⁵²

1. Provide, without a user fee,⁵³ sixteen (16) hours per day access to at least one (1) fitness/recreation center for all students. ☐

³⁸ RDNs may charge a fee for services.

³⁹ Distance markers will be clearly visible, (e.g., marked directly on the path, signs or posts).

⁴⁰ Occurring at least every 0.2 miles of the route.

⁴¹ Route map displays all designated walking routes and includes distance measurements for each route. The map will be easily accessible via the college/university website.

⁴² Not applicable to campuses where signage is required by public law.

⁴³ An area within which one intact bicycle may be easily and conveniently accessed and securely stored and removed in an upright position with both wheels resting on a stable surface, without requiring the movement of other parked bicycles, vehicles, or their objects to access the space.

⁴⁴ See FN 1.

⁴⁵ Program allows students, faculty and staff to borrow bicycles for use on and around campus. Not applicable to campuses where the bicycle program is run by the city in which the campus resides.

⁴⁶ Program guidelines will be mutually agreed upon in writing by PHA and the signing institution.

⁴⁷ A portion of the roadway designated by striping, signing and pavement marking for the preferential or exclusive use by bicyclists. Lane widths are a minimum of four (4) feet.

⁴⁸ A campus-wide program/policy requiring administrators to prioritize bicyclists and pedestrians when making decisions regarding transportation issues.

⁴⁹ Refer to Smart Growth America's definition at: <http://www.smartgrowthamerica.org/complete-streets/complete-streets-fundamentals/complete-streets-faq>.

⁵⁰ Must meet at least minimum award designation.

⁵¹ *Bicycle Friendly University* is a service mark of the League of American Bicyclists. Used with permission. Learn more about the Bicycle Friendly University program at <http://bikeleague.org/content/universities>.

⁵² See Exhibit C for defined academic year.

⁵³ No additional fee beyond what is already incurred as part of normal campus service fees.

2. Offer a minimum of twenty (20) diverse⁵⁴ recreation, physical activity/movement or competitive sports⁵⁵ opportunities during each academic year.⁵⁶
3. Offer, without a user fee,⁵⁷ a minimum of one (1) monthly “how to” physical activity/ movement class that introduces students to new activities.
4. Offer at least one (1) organized and facilitated fifteen (15) minute physical activity/movement opportunity⁵⁸ break (e.g., instant recess) on each school day.
5. Offer, without a user fee,⁵⁹ both:
 - a. Fitness/recreation center orientation during the first semester for all incoming students;
AND
 - b. One (1) fitness assessment to all students each academic year.

C. Encourage outdoor physical activity/movement on campus:

1. Provide at least one running/walking track that is open and available for use to individuals on campus and the community for at least three (3) hours per day.⁶⁰
2. Provide an outdoor fitness system.⁶¹
3. Offer at least one (1) free, organized and facilitated, outdoor⁶² physical activity/ movement opportunity⁶³ each week.
4. Offer a rental outdoor recreation equipment program⁶⁴ for students.

D. Provide trained physical activity/movement professionals on campus:

1. Make available certified personal trainers for all students.⁶⁵

⁵⁴ Individual, dual and team opportunities. Each type of sport counts as one, regardless of gender designation (i.e.: both women’s and men’s basketball count as one unique sport).

⁵⁵ No more than fifty percent (50%) maximum may be exclusively competitive.

⁵⁶ See Exhibit C for defined academic year.

⁵⁷ No additional fee beyond what is already incurred as part of normal campus service fees.

⁵⁸ Does not include fitness classes.

⁵⁹ No additional fee beyond what is already incurred as part of normal campus service fees.

⁶⁰ A cumulative time where no other activities that utilize the track are scheduled or occurring.

⁶¹ Interactive and/or stationary fitness equipment clustered in a specified outdoor area on campus.

⁶² Weather permitting.

⁶³ Intramural and club sports and athletics do not fulfill this guideline.

⁶⁴ Involves the establishment of a central storage and rental location where rental or borrowing of outdoor recreational equipment (e.g., kayaks/canoes, street hockey gear) is available.

⁶⁵ Trainers may charge a fee for services.

III. PROGRAMMING

XXXX will implement the following (check a minimum of three (3) guidelines total of which one (1) is required):

A. Implement an integrated, comprehensive wellness program for individuals on campus that is provided annually. The program will include all of the following components:

- A coordinating committee that includes student, faculty, administrative and staff representatives and meets at least quarterly;
- Health and wellness education and activities⁶⁶ for all individuals on campus;
- Activities that incorporate provisions for individuals with disabilities (e.g., the President's Council on Fitness, Sports & Nutrition's *I Can Do It, You Can Do It!* or other programs);
- A promotion plan to market the wellness program through at least one online venue and three physical venues on campus;
- Provision of annual physical activity/movement and nutrition training for all resident assistants (RAs) to help them inform students about campus resources available for wellness.



B. Offer other wellness programs on campus:

1. Implement a mandatory health and wellness education online module⁶⁷ to be completed by all incoming first year or transfer students, upon registering with the college or university.
2. Implement a program/policy that identifies students who may be food insecure⁶⁸ and provides options⁶⁹ on campus.
3. Implement a program/policy that supports and accommodates breastfeeding⁷⁰ for mothers on campus.
4. Implement a service learning program⁷¹ available to all students that focuses on food and nutrition, physical activity/movement and/or coaching.
5. Offer a rewards-on-benefits structured program that gives insurance premium discounts and/or rebates to individuals on campus who participate in a wellness program designated by the health insurer or campus.
6. Offer non-academic cooking skills classes that are available to all students.



⁶⁶ Includes food and nutrition information that is aligned with the 2010 U.S. Dietary Guidelines for Americans and physical activity/movement information that is aligned with the 2008 U.S. Physical Activity Guidelines for Americans.

⁶⁷ Includes food and nutrition information that is aligned with the 2010 U.S. Dietary Guidelines for Americans and physical activity/movement information that is aligned with the 2008 U.S. Physical Activity Guidelines for Americans.

⁶⁸ Lacking reliable access to a sufficient quantity of affordable, nutritious food.

⁶⁹ Examples include free or reduced price meal plans, food pantries that stock healthful foods, and/or community gardens.

⁷⁰ Includes provision of refrigerated storage for breast milk; a commitment to feed breast milk to the child in campus-sponsored childcare; provision to mothers of breastfeeding breaks during the day; and location(s) for on-site breastfeeding.

⁷¹ Program that combines classroom learning with structured community engagement. The program benefits both the students and recipients of the services.

SECTION

ELECTION



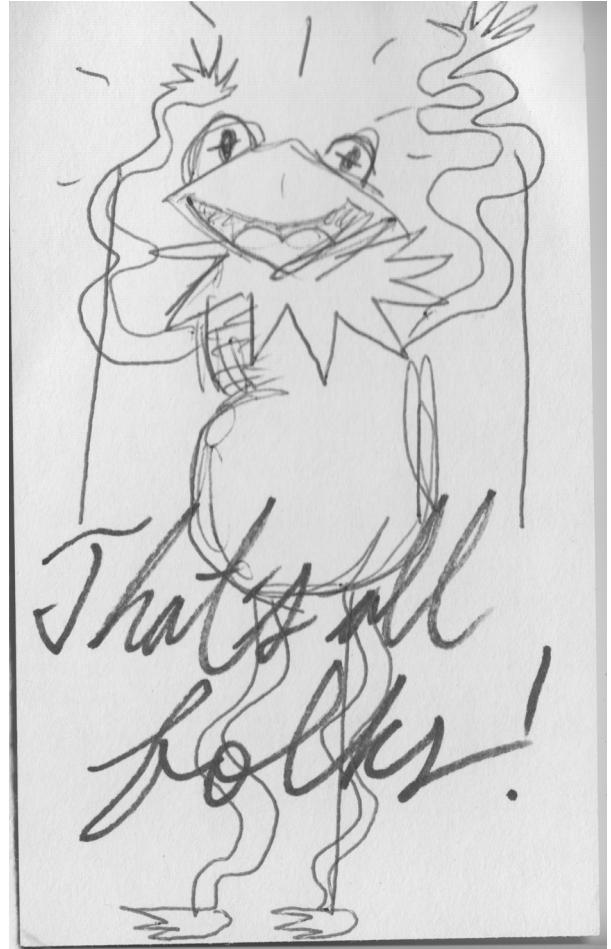
Hello Omen,

I am now announcing my candidacy for the position of Interim Omen Editor Waiting for Jonathan Gardner, until such a time that Jonathan Gardner returns as editor. My campaign photo, qualifications, and positions are as follows:



I have one semester's worth of experience as being Editor of the Omen, which is more than any of the other candidates have and which will be invaluable for being Interim Editor WJG. I also have the official endorsement of Jonathan Gardner, former editor-in-exile. Additionally, I am currently located in New Jersey instead of at Hampshire College, which probably makes me less biased or something. I am pro-scillion pancakes. That's it, that's all of my positions.

Regards,
Jonathan Gardner



Date: Sun, 28 Sep 2014 16:55:42 -0400
From: Noah Vesely <ngv10@hampshire.edu>
To: omen@hampshire.edu
Subject: Vote

All my votes for Jess Ide, please! I'm last semester Div. III and 22, so I should have 8 of them, right?

Noah Vesely

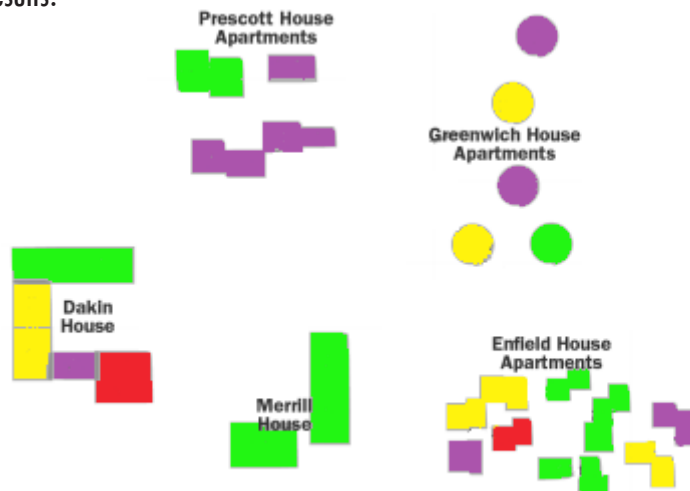
Voting Predictions

ELECTORAL COLLEGE

The mid-term polling results are in! As you know, we take frequent polls of student interest in candidates, and attempt to predict who will win special elections. For those of you who were not old enough to vote last election, here's a refresher of how our system works, so you can be sure to vote correctly this semester.

- The housing areas of Hampshire College are divided up into electoral zones.
 - Each zone in this electoral college has a baseline of two electorates, and additional ones are determined by the zone's populations:*
- | | |
|---------------|---|
| 1. Dakin: | 7 |
| 2. Merrill: | 5 |
| 3. Prescott: | 5 |
| 4. Greenwich: | 4 |
| 5. Enfield: | 3 |
- A candidate must win more electorates than the other candidates in order to win the Special Election

So, with that said, here are the results!



As you can see, Nora has a small amount of supporters in Dakin and Enfield, but not enough to gain a majority vote. Could they gain a large enough foothold in Dakin to come up from behind with those 7 votes? They would still need to win another area to have a chance.

Jess is a little better off - they've got voter support in all zones, and are predicted to win Prescott. If they could sway just one more Greenwich donut they would have enough electorates to win this election

Grace has a very strong position - she has an overwhelming presence in Merrill, and a small majority of Enfield, giving her more solid electorates than any other candidates. More next issue on why Grace's home area of Prescott has seemingly abandoned her.

B is also in a strong, though chancy, position. With their small majority in Dakin and a tie for Greenwich with Jess, it really might come down to donut one, a historic swing donut.

*Off-campus housing is a non-contiguous housing zone, and so does not qualify for electorates, and has no business voting in Special Elections

Looking for
something?

